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ABSTRACT

Reviewing enrollment trends in federal, public, and tribally controlled schools, this report examines progress in the education of American Indian handicapped children since the passage in 1975 of the Education for All Handicapped Children Act. The first section provides numbers of Indian handicapped and gifted and talented children receiving specialized services as reported by federal agencies including the Bureau of Indian Affairs (BIA), the Department of Education's Office of Civil Rights, and the Head Start Bureau. Children served and categories of exceptionality are compared for 1977-78 and 1983-84, and percentages of children served by the BIA are compared to figures for the country as a whole. The second section discusses the educational settings where handicapped students are served, again comparing BIA and national figures. Section 3 indicates how selected federal programs have contributed to educational opportunities for American Indians. Brief descriptions cover state grant programs, discretionary grant programs, the Head Start Act, the Indian Education Act, the Education Amendments of 1978, and the Vocational Rehabilitation Act. The concluding section focuses on educational needs including services for gifted and talented students and preschool handicapped students, improved vocational education, and more Indian professionals working in special education and related service fields. (JHZ)

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**FEDERAL PUBLIC POLICY AND THE EDUCATION OF AMERICAN INDIAN
EXCEPTIONAL CHILDREN AND YOUTH: CURRENT STATUS AND FUTURE
DIRECTIONS**

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The passage of The Education for All Handicapped Children Act of 1975, P.L. 94-142, signaled the beginning of a period of extensive activity at the federal, state, and local levels in terms of providing appropriate educational opportunities for all handicapped children and youth. As the nation turned its attention to the implementation of P.L. 94-142, advocates and others also began to give specific attention to the availability and appropriateness of special education programs and services for American Indian and Alaskan Native* handicapped children attending federal, public, and tribally controlled school systems. More recently, appropriate educational opportunities for American Indian gifted and talented students have increasingly become an area of concern and interest.

This paper describes in summary fashion the progress that has occurred in the education of Indian handicapped and gifted and talented children since 1975. In reviewing the gains that have been made over the past eight years I have relied, for the most part, on data collected by various federal agencies, annual reports submitted to the United States Congress, as well as other related public documents. Certainly, further research and study is needed to elaborate on and clarify many of the findings related to service delivery. In this regard it is hoped that this paper will serve as a basis for further discussion and inquiry, and, ultimately, improved public policy.

*Throughout the remainder of this paper the term Indian refers to both American Indian and Alaskan Native children and youth.

INDIAN EXCEPTIONAL STUDENTS SERVED

This section contains information on the number of Indian handicapped and gifted and talented children receiving specialized services as reported by the federal agencies, such as the Bureau of Indian Affairs (BIA), U.S. Department of Education's Office of Civil Rights, and Head Start Bureau. Unfortunately, data collection and reporting requirements are not consistent across federal programs, thus the data provides only a partial view of the number of Indian exceptional children and youth served, educational environments where Indian handicapped children receive their education, and available special education personnel.

Number of Handicapped Children Served

Handicapped Children Served by the Bureau of Indian Affairs.

During the 1983-84 school year, the states reported a total of 4,094,108 handicapped children ages 3-21 served under Part B of the Education of the Handicapped Act, as amended by P.L. 94-142. Since the child count is not collected or reported according to race or ethnicity, the precise number of Indian handicapped children and youth served by the states under this program is not known. There is, however, information about the number of Indian* handicapped children and youth served by the Bureau of

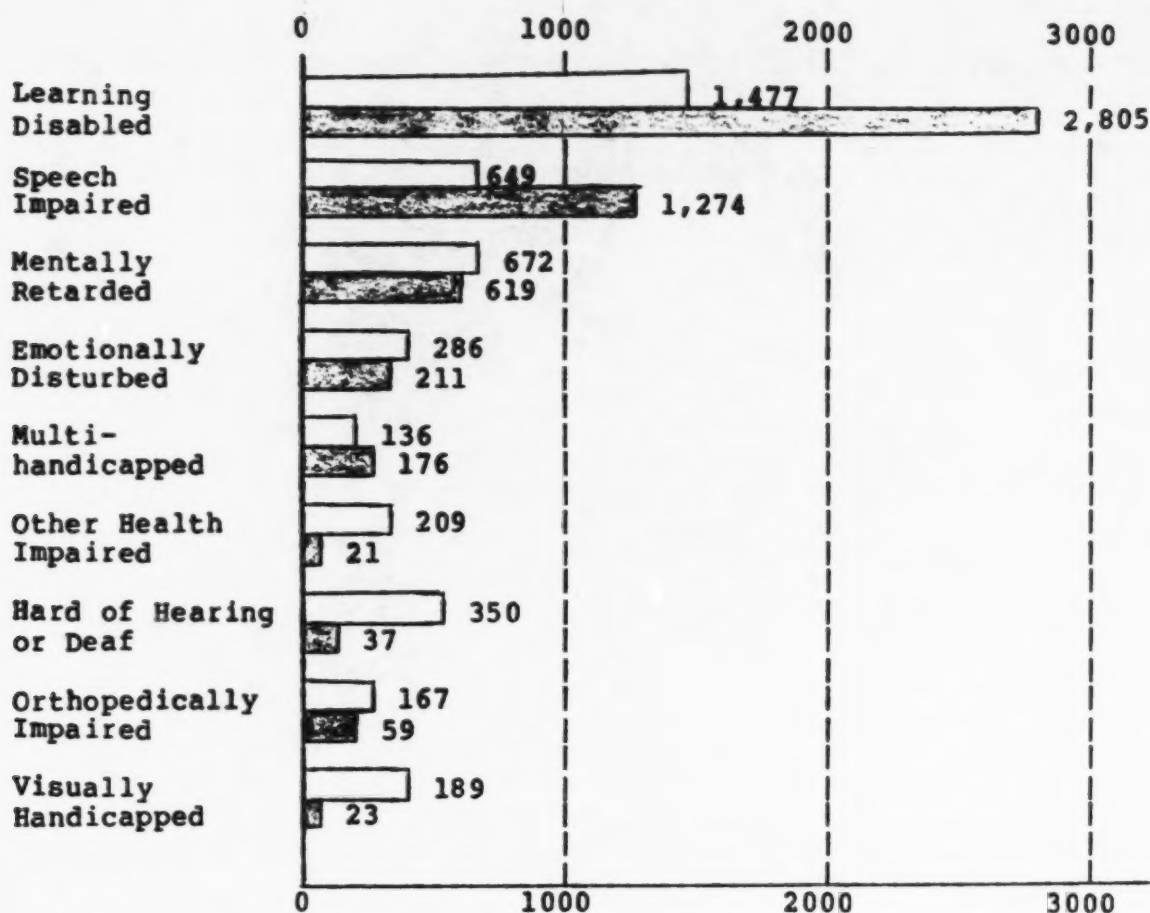
*A member of an Indian tribe (including band, nation, rancheria, pueblo, colony, community or Alaskan Native village or corporation) recognized as eligible for special programs and services provided by the federal government because of their status as Indians.

Indian Affairs (BIA) because the Secretary of the Interior is eligible to receive funds under the Act. At the present time it is estimated that the Department of the Interior/BIA has educational responsibility for approximately 20 percent of the Indian school age population.

In school year 1977-78, BIA reported that 3,998 handicapped students ages 3-21 were receiving special education and related services (Table 1 - Appendix). Six years later (i.e., school year 1983-84) the number of handicapped children and youth receiving special education and related services in accordance with the requirements of P.L. 94-142 had increased by 31 percent. While the total number of handicapped children and youth served by BIA increased by 1,227 between 1977-78 and 1983-84, this growth did not occur uniformly for all categories of handicapping conditions. As can be seen in Figure 1, children identified as learning disabled and speech and language impaired accounted for almost all of this increase. The only other population to experience an increase during this same period was the multi-handicapped. On the other hand, the number of children classified as hard of hearing or deaf, other health impaired, and visually handicapped decreased by more than 80 percent. Likewise, the number of orthopedically impaired children declined markedly. (After significant declines in 1978-79, the number of children classified as hard of hearing or deaf, orthopedically impaired, visually impaired, and other health impaired has remained somewhat stable for the last five years.) Smaller decreases were also reported for the mentally retarded and

seriously emotionally disturbed populations.

Figure 1. Distribution of Children Ages 3-21 Served by the Bureau of Indian Affairs, School Year 1977-78 and 1983-84.



Legend  1977-78
 1983-84

The significant increase in the number of learning disabled students and decline in the number of mentally retarded children is consistent with national trends for both of these populations.

In contrast, (while there has been a decline nationally) the number of speech and language impaired children served by BIA has steadily increased since 1980-81. With respect to emotionally disturbed children, the states as a whole continue to report steady increases, whereas BIA has reported decreases for the last three years.

Handicapped Children Ages 3-5 and 18-21 Served by BIA. For the country as a whole, the number of handicapped children ages 3-5 receiving special education and related services increased by 23.3 percent, and the number of handicapped youth ages 18-21 increased by 70 percent since 1976-77 (The Council for Exceptional Children, 1984). In 1983-84, students in these two age groupings represented 10.6 percent of the total number of handicapped pupils served by the BIA.

As can be seen in Table 2 (Appendix) the number of handicapped children and youth served by BIA in these two age groupings decreased slightly after several years of successive growth. Even with these recent decreases, however, the number of children ages 3-5 and youth ages 18-21 served between 1977-78 and 1983-84 increased by 50.0 percent and 25.6 percent respectively.

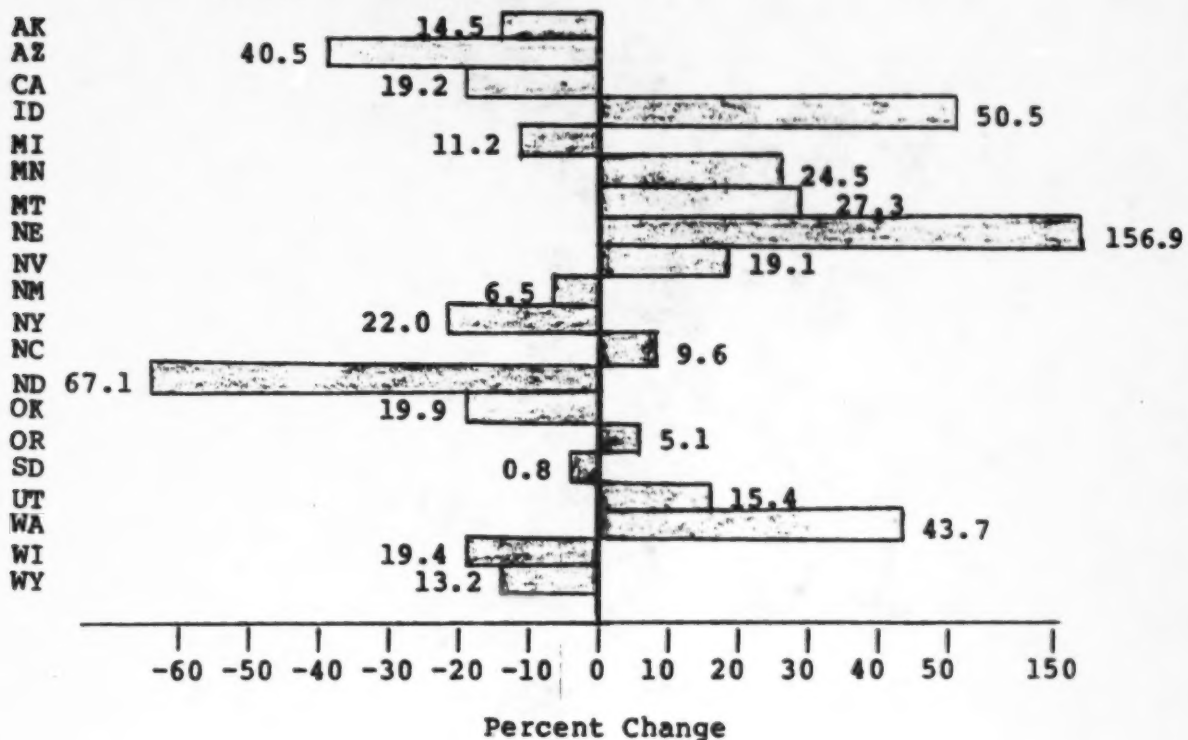
Handicapped Children Served by Public Schools. The Office of Civil Rights' (OCR) national biennial survey of elementary and secondary school districts (conducted primarily to assess local educational agency compliance with various civil rights statutes) provides the most recent information on the number of Indian

handicapped children served by public schools throughout the nation. Based upon reported information which includes data on race or ethnicity as well as enrollment in selected special education programs (i.e., mentally retarded, speech impaired, seriously emotionally disturbed, and learning disabled), OCR projects data to state and national levels. The OCR survey, however, does not collect and report information on the number of other health impaired, hard of hearing or deaf, orthopedically impaired, visually handicapped, deaf-blind, and multihandicapped children according to race or ethnicity. As a result, the survey provides only a partial estimate of the total number of Indian handicapped children and youth enrolled in public school special education programs.

In 1978 there were 329,430 Indian* students enrolled in public elementary and secondary schools. In 1980, OCR projected the total Indian public elementary and secondary school enrollment to be 305,730, a decline of 23,700 students or 7.2 percent from 1978 (Table 3 - Appendix). Of the 20 states enrolling nearly 90 percent of all Indian public elementary and secondary school students, 11 states reported decreases between 1978 and 1980, while 9 states reported increased enrollment (Figure 2).

*A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Figure 2. Percentage Change in Indian Elementary and Secondary Public School Enrollment in Selected States: 1978 to 1980.



Unlike the overall Indian enrollment, the projected number of Indian students in special education programs for the learning disabled, speech impaired, mentally retarded, and emotionally disturbed increased by 469 students or 1.9 percent between 1978 and 1980. With the exception of Oregon, states with increased Indian elementary and secondary school enrollment also had increased special education enrollment (Figure 3). In Montana, Nevada, North Carolina, and Washington the percentage increase for special education exceeded the percentage increase for elementary and secondary education, whereas in Idaho, Minnesota, Nebraska and Utah the reversal occurred.

Figure 3. American Indian Elementary and Secondary Public School Enrollment in Relation to Special Education Enrollment: 1978 to 1980.

	Increase in Special Education Enrollment	Decrease in Special Education Enrollment
Increase in Elementary/Secondary Enrollment	Idaho Minnesota Montana Nebraska Nevada North Carolina Utah Washington	Oregon
Decrease in Elementary/Secondary Enrollment	Michigan New Mexico New York Wyoming	Alaska Arizona California North Dakota Oklahoma South Dakota Wisconsin

On the other hand, there was greater special education variation among the 11 states with declines in elementary and secondary school enrollment. Four of these states (i.e., Michigan, New Mexico, New York, and Wyoming) had increased special education enrollment. Of the seven states with declines in both elementary and secondary school and special education enrollments the percentage decrease for special education was much smaller than the percentage decrease reported for the overall public school enrollment in five states. Alaska was the one state where the percentage decline in special education enrollment far exceeded the decline in elementary and secondary school enrollment. In South Dakota the percentage decline for elementary and secondary school enrollment and special education enrollment were almost identical.

Table 4 (Appendix) contains the distribution of Indian students enrolled in public school special education programs for 1978 and 1980. Of the Indian handicapped students enrolled in the five types of special education programs in 1980, 48.4 percent were learning disabled. This represents an increase of 2.5 percent since 1978. Over this same period the percentage of educable mentally retarded students decreased by 2.9 percent.

In comparison with the percentage of handicapped children served by BIA, there were marked differences in the percentages of learning disabled and mentally retarded children served. The proportion of learning disabled children served by BIA in 1980-81 was 10.0 percent greater than the proportion served by the public schools, whereas the proportion of mentally retarded students served by BIA was 8.0 percent lower. For speech impaired students, the proportion served in public schools was 2.0 percent higher. There was no difference in the proportion of emotionally disturbed children served by BIA and the public schools in 1980.

Handicapped Children Served by Head Start. According to the Administration for Children, Youth, and Families (1984), four percent of the 442,140 children participating in Head Start programs in 1983-84 were American Indian. This includes Indian children served through local public agencies, private nonprofit organizations, school systems, as well as the governing bodies of an Indian tribe or Alaskan Native village.

The vast majority of the Indian children participating in Head Start programs reside on Indian reservations or in Alaskan Native villages and are served through the Indian Head Start Program, which is a distinct unit within the Head Start administrative structure. In 1983-84 the total enrollment in the Indian Head Start Program component was 15,855 (Table 5 - Appendix). During this period 94 Indian Head Start grantees served 1,818 handicapped children. Since 1979-80, the total number of Indian children served by Indian grantees has steadily increased, as has the number of handicapped children even though the number of grantees increased only slightly. Over this five year period the number of children enrolled in Indian Head Start programs increased by 40 percent, whereas the number of handicapped children grew by 85 percent. The growth over the past decade, however, is even more impressive. In 1974-75, 52 Indian grantees reported serving 4,395 children of which 311 were professionally diagnosed as handicapped.

The distribution of handicapped children in Indian Head Start Programs appears in Table 6 (Appendix). Between 1974-75 and 1983-84 the proportion of children diagnosed as speech impaired and health impaired increased by 17.62 percent and 0.12 percent respectively. The proportion of children diagnosed as blind, visually impaired, deaf, hearing impaired, physically handicapped, mentally retarded, and emotionally disturbed decreased during this same period.

Number of Gifted and Talented Children Served

Gifted and Talented Children Served by Public Schools. In 1978, OCR reported that 2,541 Indian students were enrolled in public school programs for the gifted and talented. In 1980, an additional 845 students were projected to be enrolled in gifted and talented programs, a growth of 33 percent over two years (Table 3 - Appendix).

Even though the number of Indian students in these programs increased overall there were marked differences in terms of many of the states (Figure 4). Other than North Carolina, states with increased Indian elementary and secondary school enrollment also had increased Indian student enrollment in programs for the gifted and talented. For the most part, the percentage increase for gifted and talented enrollment exceeded the percentage increase for elementary and secondary education in all of these states. However, in some states (e.g., Nebraska and Nevada) increases of less than 10 students resulted in percentage increases of more than 30 percent, while in others (e.g., Idaho and Oregon) gains of less than 50 students resulted in percentage increases of more than 200 percent.

Of the 11 states with decreased Indian elementary and secondary school enrollment, only Arizona, New Mexico, and North Dakota reported decreased enrollment in gifted and talented programs. Except for New York, the increased gifted and talented enrollment in the other eight states was less than 90 students.

Figure 4. American Indian Elementary and Secondary Public School Enrollment in Relation to Gifted and Talented Enrollment: 1978-1980.

	Increase in Gifted/Talented Enrollment	Decrease in Gifted/Talented Enrollment
Increase in Elementary/Secondary Enrollment	Idaho Minnesota Montana Nebraska Nevada Oregon Utah Washington	North Carolina
Decrease in Elementary/Secondary Enrollment	Alaska California Michigan New York Oklahoma South Dakota Wisconsin Wyoming	Arizona New Mexico North Dakota

Gifted and Talented Children Served by BIA. There is no data indicating BIA is serving any students in programs for the gifted and talented.

EDUCATIONAL SETTINGS

During the 1981-82 school year 60 percent of all handicapped children received most of their education in regular classes, 25 percent received services in separate classes within a regular education building, 6 percent were educated in separate schools, and 1 percent were served in other environments (i.e., homebound, hospitals, etc.) (Department of Education, 1984). In contrast, BIA educated 76 percent of its handicapped students in regular classes, 18 percent received services in separate classes, and 6

percent received services in separate schools (Table 7 - Appendix).

Educational Settings within BIA. Overall, since 1977-78 the percentage of handicapped students being educated by BIA in regular classes has decreased and the percentage of students being served in separate classes has increased. The proportion of students in separate schools has remained stable over this same period. Other noteworthy changes involving individual categories of handicapped children served by BIA between 1977-78 and 1981-82 include:

- An increase in the proportion of learning disabled children served in separate classes and a decrease in the proportion served in regular classes.
- An increase in the percentage of mentally retarded students being educated in separate classes and a decrease in the percentage being served in regular classes.
- A decrease in the percentage of seriously emotionally disturbed students educated in regular classes and an increase in the percentage being served in separate classes and separate facilities.
- An increase in the percentage of speech impaired students educated in regular classes and a decrease in the percentage served in separate classes.

PERSONNEL

As the population of handicapped students has grown, so too has the number of personnel responsible for serving handicapped children and youth. Nationally, from school year 1976-77 to 1981-82 the number of special education teachers has increased by 31 percent, while the number of other related school personnel increased by 49 percent.

BIA Special Education Personnel. We have likewise witnessed a dramatic increase in such personnel within the federal school system for Indians (Table 8 - Appendix). BIA special education personnel increased from 132 to 286 between 1976-77 and 1981-82, an increase of 119 percent. Similarly, other related school personnel (i.e., teacher aides, supervisors, diagnostic staff, etc.) within BIA increased by 92 percent during this same period (Table 8 - Appendix).

FEDERAL SPECIAL EDUCATION AND INDIAN EDUCATION POLICY

The previous information indicated that the number of Indian exceptional children receiving special education has continued to increase, in part, because of the impact of P.L. 94-142 as well as other federal laws and regulations that have mandated or authorized programs, services, and activities benefiting Indian exceptional children and youth. The following section summarizes selected policy at the federal level that has contributed to these opportunities.

Education of the Handicapped Act

The Education of the Handicapped Act (EHA) has been the primary legislative vehicle through which the federal government has assisted state and local educational agencies in educating handicapped children as well as in improving the quality of special education provided handicapped children and youth.

State Grant Program (Part B as amended by P.L. 94-142). In addition to states P.L. 94-142 (i.e., Section 611(f)) authorizes the Secretary of Education to make payments to the Secretary of the Interior according to the need for such assistance for the education of handicapped children on reservations served by elementary and secondary schools operated for Indian children by BIA. The amount of funds available to the Department of the Interior may not exceed one percent of the amount available to the states in any given fiscal year. As the overall appropriation for the state grant program has increased, the amount awarded to the Secretary of the Interior has also increased irrespective of the number of children served (see Table 9 - Appendix).

In order to receive these funds, the Secretary of the Interior has been required to submit a state plan (for approval by the Secretary of Education) specifying the policies and procedures that the Department will follow in educating handicapped children throughout its school system. In addition to setting forth policies and procedures on child identification,

nondiscriminatory evaluation, individualized education programs (IEPs), placement in the least restrictive environment (LRE), and procedural safeguards (i.e., notice, parental consent, impartial hearings), BIA is required to have a comprehensive system of personnel development as well as a Bureau-wide advisory panel.

Discretionary Grant Programs. Other parts of EHA authorize funding to support projects and activities in early childhood education (i.e., demonstration and outreach projects, and state planning and development grants), postsecondary education, secondary education and transitional services, personnel preparation, research, as well as regional resource centers. While these authorities do not make specific reference to Indian handicapped children and youth, the Office of Special Education Programs has, over the years, funded projects centering on Indian handicapped children in the following program areas: (1) early childhood education demonstration and outreach projects, training, and research.

While the Department of the Interior has not received funds under any of the EHA discretionary authorities BIA, receives technical assistance and training, as do the SEAs through the regional resource center network.

Education Amendments of 1978

Title XI of P.L. 95-561, the Education Amendments of 1978, sought to improve education opportunities for Indian students served by

BIA as well as improve the administration of the Bureau elementary and secondary education program. Among other things, P.L. 95-561 required the Secretary of the Interior to establish, in regulation, a formula for the distribution of funds to BIA operated and contract schools. In developing the formula (i.e., the Indian School Equalization Program (ISEP)) a weighted factor was included for the education of handicapped children and youth.

This past year the Indian Education Amendments of 1984, P.L. 98-511, amended Title XI of the 1978 Indian education amendments to clarify further the administrative and educational responsibilities of BIA. An important improvement in the statute authorizing the allotment formula was the addition of a number of special cost factors to be considered by the Secretary of Interior in any revision of the ISEP formula. Among the new cost factors is a factor for "special programs for gifted and talented students."

Head Start Act

Section 640(d) of the Head Start Act (Section 635 et seq. of the Omnibus Budget Reconciliation Act of 1981, P.L. 97-35) requires the Secretary of the Department of Health and Human Services to establish policies and procedures to assure that not "less than 10 percent of the total number of enrollment opportunities in Head Start programs in each state shall be available for handicapped children...and that services shall be provided to meet their special needs." The enabling legislation utilizes the

Education of the Handicapped Act definition of handicapped children. Handicapped children must also meet the age (i.e., between three years and the age of compulsory school attendance) and family income (i.e., at least 90 percent of the children must be from low income families, including families receiving public assistance) eligibility requirements for Head Start Programs.

The statute (Section 636(b)) further requires the Secretary to:

- (1) continue the administrative arrangement responsible for meeting the needs of Indian and migrant children nationally; and
- (2) assure that appropriate funding is provided to meet such needs. Funding for Indian and migrant programs is provided through a 13 percent set-aside of the total appropriation for Head Start. While this set-aside is to be used for several purposes (i.e., payments to the insular areas, training and technical assistance activities, and other discretionary activities) Indian and migrant programs and services for handicapped children are afforded a first priority status (Section 640(a)(2)).

Indian Education Act

Part B of the Indian Education Act, P.L. 92-318, authorizes special programs and projects to improve educational opportunities for Indian children. Authorized activities include demonstration projects, educational enrichment programs and services, training of education personnel, as well as dissemination and evaluation activities. In a number of

instances the implementing regulations include the education of handicapped and gifted and talented students as an allowable activity. For example:

- Among the authorized projects under the Local Educational Agency Demonstration Projects Program are projects to "provide special educational services for handicapped and gifted and talented Indian children."
- The Educational Personnel Development Program may fund projects to prepare persons for positions as "special educators of handicapped or gifted and talented students."

Vocational Rehabilitation Act

While not traditionally viewed as a part of elementary and secondary education, the federal Vocational Rehabilitation Act recognizes the unique needs of Indian disabled persons within the basic vocational rehabilitation state grant program as well as the research and training center program.

Vocational Rehabilitation Services. As a result of legislative, administrative, geographic, and communication problems related to the provision of vocational rehabilitation services to Indian handicapped individuals residing on Indian reservations, the Rehabilitation Act of 1973 was amended in 1978 to authorize grants awarded directly to Indian tribes on federal and state reservations to pay 90 percent of the cost of vocational

rehabilitation services for handicapped American Indians. Grantees must ensure that the rehabilitation services provided are comparable to such services provided to other handicapped individuals residing in the state and that the application was developed in consultation with the rehabilitation office of the state(s) involved. Appropriations for American Indian Vocational Rehabilitation Services Projects have increased slightly over the last few years: FY 1982 - \$624,000, FY 1983 - \$650,000, and FY 1984 - \$700,000.

Research and Training Centers. Title II of the Rehabilitation Act authorizes research, demonstration projects, and related activities for the rehabilitation of handicapped individuals. A major component of this multifaceted program is the research and training centers which are operated in collaboration with institutions of higher education to provide coordinated and advanced programs of research in rehabilitation and training. Following the conduct of a needs assessment, expression of Congressional support through the appropriations process, and public comment on the need to establish a center solely for American Indian handicapped individuals the National Institute of Handicapped Research (NIHR) funded two Native American Research and Training Centers in 1983.

FUTURE NEEDS

While impressive gains have been made concerning special education opportunities for Indian handicapped children and youth since 1978, there are a number of key policy areas that will

require our attention in the years ahead if this progress is to continue and extend to all exceptional individuals in need of specialized services.

Services for Indian Exceptional Children Not Receiving
Appropriate Educational Opportunities

Even though we have witnessed much improvement in many programs and services at the elementary and secondary school levels, we need to: (1) extend services to Indian exceptional children who are not receiving needed specialized services; (2) maintain services to those for whom services may be threatened with cessation; and (3) improve many existing services and programs.

Gifted and Talented Children. Indian gifted and talented children and youth need to be provided appropriate programs and services. While there has been a noticeable increase nationally in the number of Indian students participating in public school gifted and talented programs, this represents only 1.5 percent of the total Indian elementary and secondary public school enrollment. This is well below the U.S. Department of Education's estimated prevalence rate of 3-5 percent. With few exceptions this is also the case for most states, many of whom in 1980 were serving less than 1.0 percent of their Indian elementary and secondary school population in programs for the gifted and talented.

It was not until the Bureau of Indian Affairs Advisory Committee

for Exceptional Children (1983) and The Council for Exceptional Children (February, 1984) called for the establishment of Programs and services for gifted and talented children within the federal school system for Indians that this population of students was afforded serious attention. While Congress, in the Education Amendments of 1984, P.L. 98-511, directed BIA to consider adding a special cost factor for gifted and talented students to its allocation formula (i.e., ISEP), this does not guarantee that this cost factor will be incorporated into the formula in the very near future.

Preschool Handicapped Children. The number of Indian preschool handicapped children in Head Start has continued to increase. Likewise, BIA has also served handicapped children ages 3-5. At the same time little is known about the number of preschool handicapped children served through the public schools and other state agencies.

Moreover, the recent efforts by the Department of Interior/BIA to change the ages at which handicapped children have a right to an education provides a disheartening, yet instructive illustration of the susceptibility of existing policy to change. In the course of revising its fiscal year 1984-86 state plan required under Part B of the Education of the Handicapped Act as amended by P.L. 94-142, the Department of Interior/BIA proposed changing the ages at which handicapped Indian children have a right to an education. Since 1978, handicapped children ages 3-5 were included within BIA's mandated ages of eligibility. Under the

Proposed policy change services for handicapped children ages 3-4 would be permissible (i.e., left to the discretion of local schools and agency education offices). The BIA Advisory Committee for Exceptional Children has opposed this age change and urged the Department of Interior/BIA to modify the ISEP formula to provide fiscal resources to schools and agencies for handicapped children below age 5 as well as undertake a needs assessment of needed services for handicapped children birth through 2 years of age.

Nationally, there is new federal policy authorizing grants awarded to states to plan, develop, and implement a comprehensive service delivery system for handicapped children birth through 5 years. Tribal education offices/committees, public schools serving Indian children, BIA schools, tribal schools, Head Start programs, and other providers of services at the local, state, and federal levels need to be involved in this statewide planning to ensure that the needs of Indian handicapped children and infants are considered and accounted for in the early childhood comprehensive service delivery system developed by the state. This is particularly important given the direction the Department of Interior/BIA is taking on services to preschool handicapped children and the fact that the Secretary of Interior is presently not eligible to receive a grant under this program.

Vocational Education. The regulations implementing P.L. 94-142 (Section 300.14) specify that special education includes

specifically designed vocational education to meet the unique needs of a handicapped student. The regulations further define vocational education as the "preparation of individuals for paid or unpaid employment, or for additional preparation for a career other than a baccalaureate or advanced degree."

Congressional testimony on the reauthorization of the federal Vocational Education Act indicated that whereas handicapped children represent 9.5 percent of the total school-age population, they comprise only 3.3 percent of the vocational education enrollments (U.S. House of Representatives, 1984). Other findings include critical shortages of vocational education programs in rural areas with disadvantaged students. While additional specific information is needed, both of these findings suggest a lack of appropriate vocational education opportunities for Indian handicapped youth in public as well as federal school settings.

Child Advocacy

We need to increase our advocacy efforts to ensure that the legal rights of Indian handicapped children and their parents are protected. This is critically important since many Indian parents due to cultural, language, social and economic factors have had little experience in school affairs, and as a result, are often unaware of their rights, and thus, do not exercise them. Moreover, there are some parents who know their rights, but for a variety of reasons are unable to exercise them. The

children of such families remain as vulnerable as if protections did not exist.

In the past, advocacy groups have played an important role in establishing community programs for the more severely handicapped on the Navajo, Hopi, and Papago Indian reservations. In addition to direct services, such groups, along with tribal agencies, can play a prominent role in educating parents of Indian handicapped children about their rights and available programs and services as well as serving as a source of support and assistance to parents who choose to exercise their rights by invoking the due process procedures under P.L. 94-142 and Section 504.

Indian Special Education and Related Services Personnel

The benefits associated with employing educators of the same cultural background to teach and administer educational programs for culturally diverse children has received considerable attention in the literature and in practice. Low achievement, high drop-out rates as well as other difficulties experienced by Indian children in completing their education, have made this a central feature of many of our efforts to improve educational opportunities for Indian children and youth. Indian self-determination and Indian preference in employment and training are examples of instances where this has been translated into policy at the federal level.

While there seems to be little disagreement about the desirability of increasing the number of Indian professionals in special education and related services fields, this is an extremely complex and long term endeavor. To date, the Office of Special Education Programs (OSEP) U.S. Department of Education has been the most visible federal office supporting the preparation of Indian special education and related services professionals. This is, however, an issue that will require the support and cooperation of other federal agencies as well. In addition to increased numbers of practitioners for almost every aspect of service delivery in special education, consideration must also be given to leadership personnel such as teacher trainers, administrators, and researchers. Examples of policy that could be revised to respond to these needs include:

- Amending the Indian Fellowship Program authorized under the Indian Education Act to include authorization to make special education and related services allowable fields of endeavor.
- The "Minority" priority within the Education of the Handicapped Act Personnel Preparation Program should be designated a funding priority in the years ahead in order to allow for the development and expansion of training projects.

Postsecondary Education and Adult Services

Nationally, the Office of Special Education and Rehabilitative Services has focused substantial attention on improving the transition from school to working life for all individuals with disabilities. In addition to employment, others have urged that transition be viewed as encompassing postsecondary education, adult services, and community living. To date, little information is available on the availability of such services and opportunities within Indian communities; however, these are areas that need to be studied and improved upon.

ADDITIONAL REMARKS

In addition to the future needs discussed in the previous section, there are many other areas where further information is needed. The following are but some of the areas where timely information is needed as we continue our efforts to consider and improve existing policy and procedure for the education of Indian exceptional children and youth:

- Need for Indian professionals in the various fields concerned with the education of handicapped and gifted and talented students.
- Certification and/or licensure of personnel presently involved in the education of handicapped children and youth.

- Evaluation and placement procedures and practices impacting (positively and negatively) on the identification of learning disabled, mentally retarded, seriously emotionally disturbed, and gifted and talented students.
- Training and information needs of Indian parents to enable them to further their participation in special education processes.
- Identification of factors related to the placement of handicapped children in separate classes and schools within BIA.

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APPENDIX

Table 1. Number of Children, Ages 3-21 Years, Served by the Bureau of Indian Affairs under P.L. 94-142.

	School Year						
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
All Conditions	3,998	4,550	4,839	4,630	4,859	4,849	5,225
Learning Disabilities	1,477	2,472	2,281	2,393	2,561	2,531	2,805
Speech Impaired	649	609	883	869	942	1,047	1,274
Mentally Retarded	672	718	821	612	736	723	619
Emotionally Disturbed	286	411	286	224	263	251	211
Other Health Impaired	209	45	30	25	25	33	21
Multi-Handicapped	---	136	343	302	187	199	176
Hard of Hearing & Deaf	350	84	114	145	106	34	37
Orthopedically Impaired	167	51	39	33	25	17	59
Visually Handicapped	189	24	42	25	13	14	23
Deaf Blind	---	0	0	2	1	0	0

Source: U.S. Department of Education (1979, 1980, 1981, 1983, and 1984), Annual Report to Congress on the Implementation of P.L. 94-142: The Education for All Handicapped Children Act, and U.S. Department of Education (October 5, 1984), Report of Handicapped Children Receiving Special Education Under P.L. 94-142, School Year 1983-84.

Table 2. Number of Handicapped Children and Youth Served Under P.L. 94-142 by the Bureau of Indian Affairs According to Age Groupings.

Year	Ages			Total
	3-5	6-17	18-21	
1977-78	182	3,817*	---	3,998
1978-79	116	4,211	223	4,550
1979-80	173	4,429	237	4,839
1980-81	192	4,156	282	4,630
1981-82	296	4,261	302	4,859
1982-83	323	4,243	283	4,849
1983-84	273	4,672	280	5,225

Source: U.S. Department of Education (1979, 1980, 1981, 1983, and 1984), Annual Report to Congress on the Implementation of P.L. 94-142: The Education for All Handicapped Children Act, and U.S. Department of Education (October 5, 1984), Report of Handicapped Children Receiving Special Education Under P.L. 94-142, School Year 1983-84.

*Includes handicapped children ages 6-17 and 18-21 years.

Table 3. Office of Civil Rights Elementary and Secondary School Survey, Projected American Indian Public School Enrollment Nationally and Selected States*.

	Elementary/ Secondary Enrollment	Percent	Special Education Enrollment**	Gifted/ Talented Enrollment
National				
1978	329,430	.8	25,125	2,541
1980	305,730	.8	25,594	3,386
Alaska				
1978	19,277	22.3	3,181	187
1980	16,475	20.6	2,068	253
Arizona				
1978	33,556	6.6	2,201	224
1980	19,952	4.1	1,977	84
California				
1978	40,420	1.0	1,904	558
1980	32,640	.8	1,751	643
Idaho				
1978	2,944	2.0	286	16
1980	4,432	2.1	402	54
Michigan				
1978	16,132	.8	779	28
1980	14,323	.8	802	88
Minnesota				
1978	10,089	1.3	1,152	87
1980	12,564	1.6	1,184	133
Montana				
1978	10,954	7.7	998	42
1980	13,943	9.8	1,403	65
Nebraska				
1978	2,096	1.0	255	26
1980	5,385	2.2	328	34
Nevada				
1978	2,548	2.0	193	12
1980	3,035	2.0	256	16
New Mexico				
1978	22,436	8.2	1,219	143
1980	20,969	7.8	1,237	96
New York				
1978	5,992	.2	180	66
1980	4,674	.2	225	271

Table 3 (Continued)

North Carolina				
1978	16,568	1.4	1,254	196
1980	18,155	1.6	1,640	180
North Dakota				
1978	5,055	5.2	420	11
1980	1,662	1.8	222	4
Oklahoma				
1978	59,282	11.0	4,911	448
1980	47,490	9.1	4,622	450
Oregon				
1978	7,254	1.6	596	20
1980	7,621	1.7	510	62
South Dakota				
1978	8,501	6.8	660	2
1980	8,430	7.2	652	25
Utah				
1978	5,307	1.7	668	48
1980	6,124	1.8	672	162
Washington				
1978	16,180	2.1	1,069	102
1980	23,255	3.0	2,092	153
Wisconsin				
1978	8,629	1.0	684	35
1980	6,955	.9	667	95
Wyoming				
1978	1,125	1.0	154	1
1980	977	1.0	171	26

Source: U.S. Department of Education, Office for Civil Rights, Directory of Elementary and Secondary School Districts, and Schools in Selected School Districts: School Year 1978-1979 (Vol. I) and U.S. Department of Education, Office for Civil Rights (March 1982), 1980 Elementary and Secondary Schools Civil Rights Survey: National and State Summaries.

*States with a 1978 Indian elementary/secondary school enrollment of at least 1.0 percent of the total state enrollment or with a total Indian enrollment of at least 5,000 students. Together these 20 states had 89.3 percent of all Indian students enrolled in elementary and secondary public schools.

**Includes only pupils enrolled in programs for the educable and trainable mentally retarded, speech impaired, seriously emotionally disturbed and learning disabled.

Table 4. Distribution of Indian Students Enrolled in Public School Special Education Programs by Handicapping Condition: 1978 and 1980.

	1978		1980	
	Number	Percent	Number	Percent
Educable Mentally Retarded	5,674	22.6*	5,050	19.7
Trainable Mentally Retarded	--	3.0	819	3.2
Speech Impaired	--	24.0	5,931	23.2
Seriously Emotionally Disturbed	--	4.4	1,400	5.5
Specific Learning Disabled	11,545	46.0	12,394	48.4
TOTAL	25,125	100.0	25,594	100.0

Source: U.S. Department of Education, Office of Civil Rights, Directory of Elementary and Secondary School Districts, and Schools in Selected School Districts: School Year 1978-79 (Vol. I) and U.S. Department of Education, Office for Civil Rights (March 1982), 1980 Elementary and Secondary Schools Civil Rights Survey: National and State Summaries.

*Interpreted as 22.6 percent of all American Indian students who were in special education programs were in a program for the educable mentally retarded.

Table 5. Handicapped Children in Indian Head Start Programs.

Year	Number of Grantees	Total Number of Children Enrolled	Number of Handicapped Children	Percent of Total Enrollment
1979-80	92	11,303	983	8.70
1980-81	93	12,349	1,286	10.41
1981-82	93	13,795	1,520	11.02
1982-83	93	15,138	1,605	10.60
1983-84*	94	15,855	1,818	11.47

Source: Eighth, Ninth and Tenth Annual Report(s) to Congress on the Status of Handicapped Children in Head Start Programs; and Program Information Reports (PIR), Head Start Handicapped Services Data Tables - Full Year 1982-83 and Full Year 1983-84.

*Preliminary survey results.

Table 6. Types of Handicapping Conditions of Children Served by Indian Head Start Programs: 1974-75 and 1983-84.

Handicapping Condition	1974-75		1983-84*	
	Number of Children Diagnosed as Handicapped	Percent Handicapped	Number of Children Diagnosed as Handicapped	Percent Handicapped
Blindness	6	1.92	4	0.22
Visual Impairment	23	7.39	41	2.26
Deafness	2	0.64	3	0.17
Hearing Impairment	30	9.64	64	3.52
Physical Handicap	35	11.25	117	6.44
Speech Impairment	151	48.55	1,203	66.17
Health Impairment	33**	10.61	195	10.73
Mental Retardation	22	7.07	80	4.40
Serious Emotional Disturbance	9	2.89	42	2.31
Specific Learning Disability	---	---	69	3.80
TOTAL	311	99.96	1,818	100.00

Source: Head Start Handicap Efforts Survey Data Tables - Full Year 1975 and Program Information Report (PIR) Head Start Handicapped Services Data Tables - Full Year 1983-84.

* Preliminary survey results.

**Includes developmental impairments.

Table 7. Percent of Handicapped Children, 3-21 Years Old, Served in Different Educational Environment by the Bureau of Indian Affairs, 1978-79 through 1981-82.

Handicapping Condition and Setting	1977-78	1978-79	1979-80	1980-81	1981-82
All Conditions					
Regular Classes	84.55	72.27	75.74	---	76.04
Separate Classes	8.99	22.02	17.81	---	18.14
Separate Schools	5.42	3.94	6.41	---	5.83
Other Environments	1.04	1.77	0.04	---	---
Learning Disabled					
Regular Classes	96.22	82.20	76.85	---	83.25
Separate Classes	3.78	17.80	23.15	---	16.75
Separate Schools	---	0.00	---	---	0.00
Other Environments	---	0.00	---	---	---
Speech Impaired					
Regular Classes	92.76	78.22	94.79	---	100.00
Separate Classes	7.24	21.78	5.21	---	0.00
Separate Schools	---	0.00	---	---	0.00
Other Environments	---	0.00	---	---	---
Mentally Retarded					
Regular Classes	54.06	61.18	54.27	---	35.73
Separate Classes	17.18	18.37	20.98	---	39.95
Separate Schools	23.97	14.21	24.76	---	24.32
Other Environments	4.79	6.24	---	---	---
Emotionally Disturbed					
Regular Classes	83.70	72.73	93.01	---	51.71
Separate Classes	16.30	25.82	6.99	---	28.14
Separate Schools	---	1.45	---	---	20.15
Other Environments	---	0.00	---	---	---
Multihandicapped					
Regular Classes	---	0.00	50.29	---	37.97
Separate Classes	---	52.45	20.35	---	39.04
Separate Schools	---	36.27	29.36	---	22.99
Other Environments	---	11.27	---	---	---

Source: U.S. Department of Education (1980, 1981, 1982, 1983, and 1984), Annual Report to Congress on the Implementation of P.L. 94-142: The Education for All Handicapped Children Act.

Table 8. Special Education Teachers and Other Related School Personnel Employed by the Bureau of Indian Affairs to Serve Handicapped Children, 0-21 Years Old.

Personnel	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Special Education Personnel						
Learning Disabled	47	95	126	115	---	134
Speech Impaired	6	24	41	38	---	34
Mentally Retarded	60	90	127	116	---	47
Emotionally Disturbed	10	39	62	57	---	19
Other Health Impaired	---	5	2	3	---	0
Orthopedically Impaired	3	3	4	5	---	1
Multi-Handicapped	---	---	---	0	---	10
Hard of Hearing and Deaf	4	6	9	10	---	0
Visually Handicapped	1	4	8	8	---	1
Deaf-Blind	---	---	---	0	---	0
Non-Categorical	---	---	---	---	---	41
SUBTOTAL	131*	266*	379	352*	---	287
Other Related School Personnel						
School Social Workers	11	28	37	34	---	9
Occupational/Recreational Therapist	---	23	33	34	---	10
Teacher Aides	101	213	294	268	---	169
Physical Education Coordinators	11	22	36	34	---	5
Supervisors	7	24	29	26	---	30
Other Non-instructional Staff	17	32	38	38	---	53
Psychologists/Diagnostic Staff	19	45	68	63	---	35
Speech Pathologists/Audiologists	11	29	43	39	---	34
Work-Study Coordinators/Vocational Education Teachers	2	33	49	44	---	8
Home-Hospital Teachers	3	5	5	2	---	---
SUBTOTAL	182	454*	632	582*	---	350*

Source: U.S. Department of education (1980, 1981, 1982, 1983, and 1984), Annual Report to Congress on the Implementation of P.L. 94-142: The Education for All Handicapped Children Act.

*Subtotal does not correspond to the number reported in the data tables of the annual report.

Table 9. Grant Awards to the U.S. Department of the Interior, Bureau of Indian Affairs Under P.L. 94-142, FY 1977-1984.

Fiscal Year	Grant
1977	\$ 1,951,207
1978	\$ 2,493,437
1979	\$ 3,582,918
1980	\$ 7,916,796
1981	\$ 8,658,416
1982	\$ 8,658,416
1983	\$ 9,217,901
1984	\$10,078,218

Source: U.S. Department of Education (1984), Sixth Annual Report to the Congress on the Implementation of P.L. 94-142.